

New Hampshire Rigorous Programs of Study Guidebook

Based on the NH Accounting and Health Science Technologies Project

ATTACHMENT #6

Creating a Career Pathway Plan of Study (For Project Managers)

The Career Pathway Plan of Study (CPPOS) is a document that outlines a pathway in a specific career area from secondary to a postsecondary degree or certificate awarding program. The purpose of the CPPOS is to assist students, parents and guidance counselors in planning course selection in preparation for the student's college success.

New Hampshire developed a professional development process to assist schools and colleges in the creation of their joint plans of study. The true value of this model is the relationships initiated or expanded upon between the high school and college faculty.

New Hampshire followed the national College and Career Transitions Initiative design to create its own format. This document (See Appendix #1)) includes:

- Core academic course requirements
 - For secondary graduation
 - For college success
- Career and Technical Education course requirements
- Dual credit options, where appropriate
- Postsecondary degree requirements
- State and national certifications and/or licensures, where appropriate
- Sample occupations in the career pathway

The creation of CPPOSs requires significant organization and oversight. Therefore, it is highly recommended that a single project manager be assigned to oversee the development of CPPOSs in a given career area. Additionally, a single project manager encourages and facilitates the relationships between the high schools and colleges which are critical to the success of the development and maintenance of the CPPOSs.

The project manager is responsible for the CPPOS development process including:

- planning an event for high school and college representatives to meet and discuss college requirements and potential dual enrollment opportunities leading to the creation of CPPOSs

- facilitating the event
- finalizing the CPPOSs

Planning the Event

Utilize the CPPOS Meeting Checklist (Appendix #2)) to identify and track all activities related to the event. Key elements of the checklist are explained in detail below:

Schedule the Event and Recruit Participants:

Select a date and time when most secondary and postsecondary faculty are available. Send invitations and registration forms (See Appendices #s 3 and 4) to all secondary and appropriate postsecondary educators. Secondary educators can be instrumental in determining the best potential college partners. Identifying colleges students are most likely to attend is suggested.

Recruit Qualified Facilitators:

The facilitators are critical to the success of the event. See Appendix #5 for information on qualifications, responsibilities and preparation.

Prepare Flash Drives:

Load a flash drive for each high school with a CPPOS template for each participating college. The template will include the post-secondary courses required within the degree, populating the appropriate cells within the template. Sample occupations section should include updated local data. See Appendix #1 for samples. Also load a sample articulation agreement.

Prepare Participants:

Contact high school and college educators to explain the purpose, goals and outcomes of participating in the CPPOS process. This is the beginning of building relationships that will best prepare students for college planning and success.

The high schools are required to send a team that includes, at a minimum, the program instructor who has intimate knowledge of the curriculum and a high school guidance counselor who knows the graduation requirements and details of courses required for college success. Additionally, administrators, career counselors, middle school guidance and other interested parties are encouraged to participate. See CPPOS: Frequently Asked Questions (Appendix #6) for additional information.

Request high school educators bring and be prepared to discuss program syllabus, text books, high school course catalogs including graduation requirements and any current dual enrollment agreements (with the name of the college, the course and credits). Either be prepared to provide lap top

computers to the high school teams or request they bring their own for recording purposes and accessing the flash drive.

Contact the postsecondary partners to explain the purpose, goals and outcomes of participating in the process. The participants can include: an instructor or an introductory course in the college program, the program department chair, an admissions counsel and/or an administrator. The postsecondary representatives are asked to bring the college catalog, admission requirements (such as SAT, Accuplacer cut scores, etc), course content outline, sample syllabus, text books and articulation and dual enrollment options. Colleges are also encouraged to bring recruiting materials.

Determine Team Assignments:

Assign a facilitator to each high school and develop a rotation schedule (team assignments, Appendix #7) that assures each college meets with every high school team if appropriate.

Prepare Folders:

The high school teams and college representatives will receive folders which may include:

- Sample Agenda, Appendix #8
- Team Assignments, Appendix #7
- Articulation versus Dual Enrollment , Appendix #9
- Sample Evaluation Form, Appendix #10
- Sample CEU (Continuing Education Unit) certificate, Appendix #11

Facilitator folders should include all of the above, plus:

- Facilitator follow-up form that includes instructions, Appendix 12
- Facilitator follow-up sheets, Appendix 13 (enough for each rotation)

Set up Room

Room set up should include a table and chairs for each high school team. The colleges will rotate from table to table throughout the day.

Facilitating the Event

The project manager should function as host of the event, overseeing and assigning tasks to participants and facilitators. It is recommended that the project manager not be responsible for facilitating a team on the day of the event. They should provide leadership and direction to the process, assuring all participants understand the purpose and goals of the development of the CPPOS. Emphasis should be on the building of relationships between high school and college faculty.

The Project Manager begins the event with a welcome, introductions and purpose and outline of the day. Each high school introduces their team and gives a short description of their career and technical education program. The colleges are given the opportunity to introduce themselves and give a description of their program which may include promotional materials and a media presentation. Each college is given approximately five minutes.

The purpose of the day is for the high school to begin relationships with the colleges that will result in students who are better prepared for a seamless transition from their high school CTE program to the college career program. The event is the beginning of a process to investigate dual enrollment and/or articulation opportunities and confirm the high school courses required for college success.

College representatives rotate from table to table. High school teams have templates of the CCPOSs on a lap top computer. These CPPOSs will be the topic of the discussions. During the discussions the appropriate courses at the high school level will be recorded on the template. Teams are to be informed that the format and font of the CPPOS template should not be changed. Questions may be recorded by the facilitator.

Part of the discussion by the teams is about the levels of the secondary English and Math courses required both for admission to the college program and for placement in the appropriate college degree-level courses. It also includes any secondary science courses that may be required for admission and success in the particular career pathway. The following questions guide the discussion:

- Which Math course will best prepare students for placement in the first degree-level college math course?
- What are the English skills required for placement in the first level English course in the college program of studies?
- Which courses are essential to admission into the college program i.e.: Chemistry for Biotechnology and Nursing majors, Physics for Engineering majors.
- Which courses should be recommended, but not required, in this particular area of study i.e.: Tech Math for a Building Trades pathway, a Drawing Art course in the Graphic Design pathway, or Anatomy & Physiology and Advanced Placement Biology in a Health Science career pathway.

The project manager will explain that after the high school courses required and recommended for college success are determined, the remainder

of the discussion focuses on the career technical course curriculum. The following questions guide the discussion:

- Does the secondary curriculum prepare students for further study in the college program?
- Are there overlaps in instruction? If so, is there a course at the college level that could be offered in the high school program via articulated or dual enrollment credit? (This is when the high school and college instructors will exchange copies of their syllabi.)
- Is there more than one possible postsecondary outcome in the career pathway? If yes, then plan to build additional CPPOSs to reflect each outcome.

The project manager will remind facilitators that before the conclusion of each high school/college discussion, to record the next steps necessary to complete the pathway. These may include:

- Follow-up with possibilities for articulation and/or dual enrollment opportunities (exchange of syllabi, review of course textbooks, instructor credentials, etc),
- Investigating college SAT or Accuplacer cut scores required for placement in the first college-level English and Math courses,
- Identifying if further discussion with high school English, Math or Science department(s) need to occur to determine the rigor of the courses required for college success.

Depending on the number of teams, each high school/college discussion should be approximately thirty minutes. The project manager monitors the time of the rotations, announcing approximate time remaining, breaks, etc. as appropriate.

Lastly, participants should be reminded of the following:

- This event is the beginning of the process, not the end. Follow-up work will be required to complete the CPPOS document possibly including an opportunity for the student to earn dual credit in the secondary career and technical program.
- The high school representative will return the flash drive with the CPPOS templates completed to date. They may wish to save drafts of the CPPOSs to their laptops for safe keeping as well.
- The time and effort on the part of the participants to increase the rigor of Career and Technical Education by providing a means to better prepare students for the college program is a worthwhile undertaking and is greatly appreciated.

At the end of the day, the project manager will collect the facilitator follow-up form. (Appendix #13)

The project manager will conclude the day with information on what will happen next. The following steps should be presented:

- Project manager will review all CPPOS documents to determine follow-up required. Follow up may include:
 - Confirming math and English skills required for proper postsecondary placement
 - Edit and format adjustment as necessary
 - Evaluate and follow-up on dual credit and/or articulation agreement development
- Contacting participants when necessary to clarify CPPOS documents

Finalizing the Career Pathway Plans of Study

Review all submitted plans of study and corresponding facilitator notes to determine the following:

- High School course of study:
 - Are the courses clearly in this pathway?
 - What is bolded – only courses that are prerequisites for college success – that means one Math course.
 - Make sure the high school limited the plan of study to no more than two tracks ie: College Prep and Honors
 - Make sure the courses are in the appropriate columns.
 - Identify that the notes match the information in the columns ie: dual enrollment and articulated credit options appropriately “coded”.
- College course of study
 - Make sure the college plans of study are correct and up-to-date.
 - Make sure that college courses that are articulated or dual enrollment are coded the same as the corresponding high school course.
- Articulated credit
 - If one is indicated, obtain a copy of the agreement.
 - If there is a possibility of developing an agreement, follow-up with the high school and/or the college to begin the process.

- Dual enrollment credit
 - If dual enrollment credit is an option in the CTE PROGRAM, obtain a copy of the course approval form(s)
 - If there is a possibility of developing a dual enrollment course, follow-up with the high school and/or the college to begin the process.
- If no articulated or dual enrollment credit will be developed in the near future, the CPPOS is complete at that point in time.
- Any changes deemed necessary MUST be done in consultation with the appropriate parties.
- When completed, CPPOSs need to be:
 - Edited
 - Fit to one page
 - Dated
 - Submitted to the NH Department of Education
 - Sent to all participants